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ABSTRACT

This paper describes educational units for preservice teachers that pertain to specific practical motivational techniques for the preservice teachers to use in their classrooms (grades K-12). The units are designed so that students will be able to name four motivational techniques, select the strategy that exemplifies a motivational technique, and describe how to implement specific motivational techniques in given classroom scenarios. Program materials include: the instructor guide, the student guide, overhead transparencies, and a pretest and posttest for each student. The program was field tested with 24 undergraduate education majors; analysis of the data indicated that the program was successful. Two appendices provide: the student reaction sheet, with responses detailed for 24 students; and the instructor reaction questionnaire with responses. (ND)

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ED 405 321

Practical Motivational Techniques for Preservice Teachers and Instructional Design Strategies

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This paper describes instructionally designed educational units for preservice teachers. The units pertain to specific practical motivational techniques for preservice teachers to use in their future classrooms. A description of the units, as well as field test data (posttest scores and attitude survey results), will be provided during the proposed presentation. Implications of the compiled data, and how they relate to the instructional design, will also be discussed.

Purpose and Rationale:

The primary goal of teachers is to educate their students. The learning process is a conscious and deliberate act that requires students to expend effort and focus their attention. It is the job of the teacher to provide a context in which students choose to learn. The context, therefore, needs to be motivational in nature. Motivation is an integral part of learning because it is what drives students to engage fully in educational opportunities. Essentially, without motivation in some form, learning does not occur. And if learning does not occur, teachers are not accomplishing their goal.

A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You! is a program designed to help future teachers learn to use various practical motivational techniques to motivate students in grades K-12. The issue of student motivation is not a new one, nor is it one that has all- encompassing solutions. But it is certainly an issue of interest to future teachers and their potential success as educators. This unit offers some insight and recommendations on student motivation for the target audience.

Materials:

A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You! consists of all the materials needed for instruction and assessment on the program content and objectives. These include an instructor guide, a set of transparencies corresponding to each unit, a forty-three page student guide, and a pretest and posttest for each student. The materials are described below:

- The instructor guide includes an introduction of the program, including objectives, organizational format, materials, lesson sequence, planning/presentation methods, and assessment instructions. Optional supplementary activities are also included at the end of each unit. Information about practical motivational techniques can be obtained from reading the Student Guide.

- The student guide contains readings pertaining to the techniques being taught. Practical application examples are included in these readings. Outlined lecture notes are included to assist the students with lecture information. Worksheets and diagrammed group activities are contained in the student guide as well.

- Overhead Transparencies are provided for each unit to assist the instructor in presenting the information.

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Objectives:

A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You! is designed so that students will attain three learning objectives. Each unit covers each of the learning objectives. The objectives are listed below:

1. The students will name four practical motivational techniques.

2. The students select the strategy that exemplifies a motivational technique, given descriptions of classroom strategies and motivational techniques.

3. The students describe how to implement specific motivational techniques in given classroom scenarios.

The students also learn several definitions of motivation.

Tryout Description:

Participants:

The program was field tested with twenty-four undergraduate education majors from a large southwestern university. All of the students were currently enrolled in a course in learning and motivation. The instructor is a teaching assistant for the course at the same university.

Process:

The instructor taught the program to the tryout group using the procedures described in the Instructor Guide to *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*. The pretest and posttest was administered and scored by the instructor, as is the standard practice during regular instruction with the program. The instructor also completed an Instructor Reaction Sheet at the end of the program and administered the Student Reaction Sheet to the tryout group.

The program was originally designed for use over several days, but the field test occurred in one evening. It consisted of three hours of in-class instruction, including pretest, lectures, practice exercises, review and posttest.

Data sources and collection:

Four different instruments were used to collect data from the program: 1) student pretest, 2) posttest, 3) student attitude survey, and 4) instructor attitude survey.

The pretest and posttest are 20-item parallel-form tests that consist of multiple choice and constructed-response questions that cover each of the three objectives. The Instructor Reaction Sheet and the Student Reaction Sheet were constructed to collect data from the field test that would be useful for evaluating the program and for identifying appropriate revisions in it.

Results:

Test performance:

The mean percentage scores of the field-test students on the pretest and posttest are shown by objective in Table 1. The table reveals that the students' overall mean scores were 70.83 percent on the pretest and 96.36 percent on the posttest. Students' pretest scores were 75.00 percent or below on the first two objectives, and 81.25 percent on the third objective. Posttest scores were 95.75 percent or above on the first two objectives, and 94.75 percent for the third objective.

Table 1

Pretest and Posttest Mean Percentage Scores by Objective

Objective	% Pretest Mean	% Posttest Mean
1. The students will name four practical motivational techniques.	56.25	95.75
2. The students select the strategy that exemplifies a motivational technique, given descriptions of classroom strategies and motivational techniques.	75.00	98.58
3. The students describe how to implement specific motivational techniques in given classroom scenarios.	81.25	94.75
Mean Totals	70.83	96.36

Student attitudes:

Student responses to the items on the Student Reaction Sheet are summarized in Appendix A. It can be seen that one-hundred percent (24 of 24) of the students thought that they learned important things about increasing student motivation and liked each of the units. Also, ninety-six percent (23 of 24) of the students indicated that the program was not too hard. When asked what the most important things that they learned from the program were 62.50 percent (15 of 24) of the students said "learning the different techniques". When asked what they would change about the units, 41.67 percent (10 of 24) of the students responded "nothing". Several students left the open-ended questions blank and were recorded as having "no comment".

Instructor attitudes:

The responses of the teacher on the Instructor Reaction Sheet are summarized in Appendix B. The teacher reported that the students reactions to the program were generally positive, but a few students thought that reviewing the answers to the practice exercises was tedious. The teacher was also satisfied with the progress of the students from pretest to posttest and said that the program works well in teaching various motivational techniques. Finally, the teacher said that the content was appropriate for the target audience and responded "yes" to the question "Would you teach this program again?"

Revisions:

Tryout data revealed that scores on the student pretests were high (70.83 percent). In most cases, this may indicate that either the items contained on the test were too easy or that the

students had already mastered the content in the program. In this situation, the students had been observing practicing teachers and their motivational techniques prior to the field test of the program. This exposure to actual implemented motivational techniques may explain the higher scores on the pretest data.

Other tryout data indicates that 16.67 percent (4 of 24) of the students did not like listening to the lectures. If future clients wish, the lectures may be omitted from the program, provided the lecture notes remain. Also, 20.83 percent (5 of 24) of the students thought the program was too repetitive. Sequencing of lectures, practice exercises, and activities will be modified to provide more variety.

The only recommendation for a revision identified by the instructor consisted of including more examples to give to the students. This change will be included into the final version of *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*.

Conclusions

A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You! appears to be very effective in teaching undergraduate education majors about various practical motivational techniques to use in their future classrooms. Test results indicate that the students learned the information necessary to make them successful with these concepts. Student Reaction Sheets revealed that the students also enjoyed themselves while they were learning.

The instructor was able to use the materials in an efficient and professional manner in order to allow for effective instruction and maximum facilitation of learning.

APPENDIX A

A PRACTICAL GUIDE TO MOTIVATING YOUR STUDENTS: WHAT THE TEXTBOOKS NEVER TELL YOU!

RESPONSES TO STUDENT REACTION SHEET
(Responses for 24 students.)

A. How much did you like each of the activities listed below?

	I liked this a lot	I liked this OK	I did not like this
1. Taking the pretests and posttest.	3	20	1
2. Listening to the lectures.	7	13	4
3. Reading and discussing *Unit One: So What is Motivation Anyhow?*	8	16	0
4. Reading and discussing *Unit Two: Keep Difficulty Levels of Tasks Balanced!*	9	15	0
5. Reading and discussing *Unit Three: Make Information Relevant!*	8	15	1
6. Reading and discussing *Unit Four: Provide Rewards!*	8	15	1
7. Reading and discussing *Unit Five: Use Variety in Instruction!*	7	15	2
8. Doing the practice exercises in the Student Guide.	7	14	3

B. Answer each question by drawing a circle around YES or NO.

	YES	NO
1. Do you think you learned important things about practical techniques for increasing student motivation?	24	0
2. Do you think that this program was too hard?	1	23

	YES	NO
3. Did you like *Unit One: So What is Motivation Anyhow?*	24	0
4. Did you like *Unit Two: Keep Difficulty Levels of Tasks Balanced!*	24	0
5. Did you like *Unit Three: Make Information Relevant!*	24	0
6. Did you like *Unit Four: Provide Rewards!*	24	0
7. Did you like *Unit Five: Use Variety in Instruction!*	24	0

C. What did you like best about *Unit One: So What is Motivation Anyhow?, Unit Two: Keep Difficulty Levels of Tasks Balanced!, and Unit Three: Make Information Relevant!*.

Learning the different techniques. (13)
No comment. (4)
Examples. (3)
How the instructor asked different people their definition of motivation. (2)
Clearly stated objectives. (1)
The reviews. (1)
Thinking of teachers that were motivational. (1)
Tallying the different reasons why the class thought this program was relevant to them. (1)
Exercises. (1)

D. What did you like best about *Unit Four: Provide Rewards! and Unit Five: Use Variety in Instruction!*.

Learning the different techniques. (8)
Examples. (5)
No comment. (5)
Discussing different rewards for different age groups. (2)
Switching desks. (2)
The situational (scenario) questions. (1)
Exercises. (1)

E. What do you think are the most important things you learned from *Unit One: So What is Motivation Anyhow?, Unit Two: Keep Difficulty Levels of Tasks Balanced!, and Unit Three: Make Information Relevant!*?

Learning the different techniques. (15)
No comment. (7)
Thinking of teachers that were motivational. (2)

F. What do you think are the most important things you learned from *Unit Four: Provide Rewards! and Unit Five: Use Variety in Instruction!*?

Learning the different techniques. (15)
No comment. (7)
Discussing different rewards for different age groups. (2)

G. What do you think should be changed or added to make *Unit One: So What is Motivation Anyhow?, Unit Two: Keep Difficulty Levels of Tasks Balanced!, and Unit Three: Make Information Relevant!* better?

Nothing. (10)
Make (the program) less repetitive. (5)
Be more in depth with the techniques. (2)
Do not over-do the questions. (1)
No comment. (6)

H. What do you think should be changed or added to make *Unit Four: Provide Rewards! and Unit Five: Use Variety in Instruction!* better?

Nothing. (10)
Make (the program) less repetitive. (5)
Be more in depth with the techniques. (2)
Do not over-do the questions. (1)
No comment. (6)

APPENDIX B

A PRACTICAL GUIDE TO MOTIVATING YOUR STUDENTS: WHAT THE TEXTBOOKS NEVER TELL YOU!

RESPONSES TO INSTRUCTOR REACTION SHEET

1. **How clear were the lesson procedures in the Instructor Guide?**

   Clear

2. **How easy or difficult did you find *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!* to teach?**

   Easy

3. **How satisfied were you with the progress of most of the students from pretest to posttest?**

   Satisfied

4. **How appropriate was the content in *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!* for the target audience?**

   Very appropriate

5. **How well do you think *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!* helps students to understand the various practical motivational techniques covered in the Student Guide?**

   Excellent

6. **What was the reaction of the learners to *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*?**

   The students enjoyed the program. Some of the students seemed to think that reviewing the answers to every practice exercise was a bit tedious, but that may be because they're not used to comprehending material so easily.

7. **How many students participated in the field test for *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*?**

   24 students.

8. **How many sessions did you spend teaching *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*?**

   1 session.

   About how long was each session?

   3 hours long.

9. **What content if any would you delete from the *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*?**

   None.

10. **What, if anything would you add to *A Practical Guide to Motivating Your Students: What the Textbooks Never Tell You!*?**

    Include more examples so that the instructor has a choice of which ones to tell to the students.

11. **Would you teach this program again?**

    Yes.